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ABSTRACT

Part of the Syracuse (New York) city school district's guided occupational orientation program, the document consists of a teacher's manual and a pre-post test answer key. The teacher's manual contains forms, data, and procedures for the teacher's use in instructing grade 6 pupils in individualized career studies in various occupations. Each occupational cluster presented includes a teaching guide and suggestions for teaching and implementing the material. The concluding section contains 21 pages of occupational pre-post tests with answer keys. (MF)

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GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREER EDUCATION

Teacher's Manual — Grade 6

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GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District
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GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

Individualized Career Study Order

School _____ Date _____ Teacher _____

It is recommended that each child do 2 studies. The levels are:

Blue - less challenging
Yellow - average
Pink - more challenging

****
(be sure you have ordered enough)
****

Put the number of ICS's (by color) needed in each column.

****BRING THIS COMPLETED ORDER FORM WITH YOU ON THE FIRST DAY YOU VISIT THE CAREER CENTER. ******

INDIVIDUALIZED CAREER STUDIES	NUMBER OF COPIES		
	Blue	Yellow	Pink
1. Airport Workers			
2. People Who Work with Animals			
3. Auto Workers			
4. People Who Work in Conservation			
5. Cosmetology			
6. Fashion and Clothing Careers			
7. Firefighters			
8. Health Careers			
9. Careers in Heavy Construction			
10. Careers in House Construction			
11. Hospital Careers			
12. Newspaper Careers			
13. Careers in Office Work			
14. Police Careers			
15. Post Office Workers			
16. Careers in Restaurant Work			
17. School Workers			
18. Store Workers			
19. Telephone Workers			
20. Careers in TV and Radio			
21. Careers in Transportation			

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

TEACHER'S MANUAL
(Grade 8)

PART I - CAREER EDUCATION (Orientation Study)
Time needed: 6-8 hours class time

First step: Administer pre-test, which is located immediately after the cover. It should be given at the very outset of the first lesson, with no help, other than in reading. The post-tests will be sent to you separately. There are fourteen possible correct answers on the test (Question 1 has 5 parts), count the number correct as the grade. Enter both the pre and post test grades on the class check sheet attached to the cover of this book.

PLEASE TRY TO COMPLETE THE STUDY AND GIVE THE POST TEST BEFORE YOUR VISIT TO THE CAREER CENTER.

Second step: Using the Study - This is a short review of the World of Work study done in the 5th grade. The basic elements of the previous program are reviewed and new, more technical material is introduced, such as Social Security, job applications interviews, etc. THIS STUDY IS MADE UP OF SIX SHORT LESSONS, DESIGNED TO BE DONE AS A WHOLE GROUP ACTIVITY. There are no resource materials needed for this study.

The lessons: Although the lessons are short, they provide a good basis for group discussion. Time should be allowed for the class to develop, through discussion, such concepts as labor, management, social security, working papers, labor unions; etc. The sections on applications and interviews need to have time for practice, in and out of the classroom.

Lesson E, On-the-job Training, provides many lead-ins for group discussion. Your class may profit from breaking up into small groups to work out the answers to these problems and to develop a rationale for their answers.

Lesson F, Social Security - This lesson may be enriched by a representative from the Social Security office visiting your classroom. They may be contacted by calling:

Social Security Administration
840 James Street
Syracuse, New York
473-2730

This person will be glad to explain the Social Security system and how Social Security numbers and cards can be obtained.

Glossary: Actually, this section should be introduced first. It is important that students are aware of this and that they develop the habit of checking it for word meanings. Each Career Study has its own glossary...so learning the use of one now will help them in their independent work later on.

Note: The fifth-grade program, "An Introduction to the World of Work", is the study formerly used as an orientation program for the sixth grade. It is based on five filmstrips and requires about two weeks to complete. The filmstrips are scheduled for the 5th grades in your building at the same time as your introductory unit. It is hoped that you will make use of these filmstrips whenever possible to enrich your program.

Filmstrip titles:
1. Who Are You?
2. What Do You Like to Do?
3. What Good Is School?
4. What Is A Job?
5. What Are Job Families?

PART II - CAREER CENTER VISITS

Where: Career Center, Room 11, George Washington School, 1970 Meadowbrook Drive.

When: On two consecutive days, already scheduled, from 9:30 - 11:00 A.M.

How: Transportation has been arranged for you and your class. The District bus will be at your school no later than 9:30 A.M. on each day assigned. You will be returned to your school by 11:30 A.M.

Why: The visit to the Center should provide each student with a realistic and personal approach to his in-depth study of the world of work. Thirty-five industrial and business concerns have cooperated in furnishing exhibits that are representative of job areas in our community. They are clever, unusual, and thought provoking. They represent a large investment by these companies in time, effort and supplies. The trip will provide the springboard for a worthwhile study of the world of work.

Impress upon your class that this is a privilege extended by school and the businessmen of the community. Concerns such as Community Hospital, the Telephone Co., Niagara-Mohawk, etc., have cooperated with us to furnish the Center; we in the school system must cooperate by showing our best manners.

BEFORE CAREER CENTER VISIT

1. Organize pupils into teams of two, to work together in the study carrels while at the Center. Assign a number to each team.

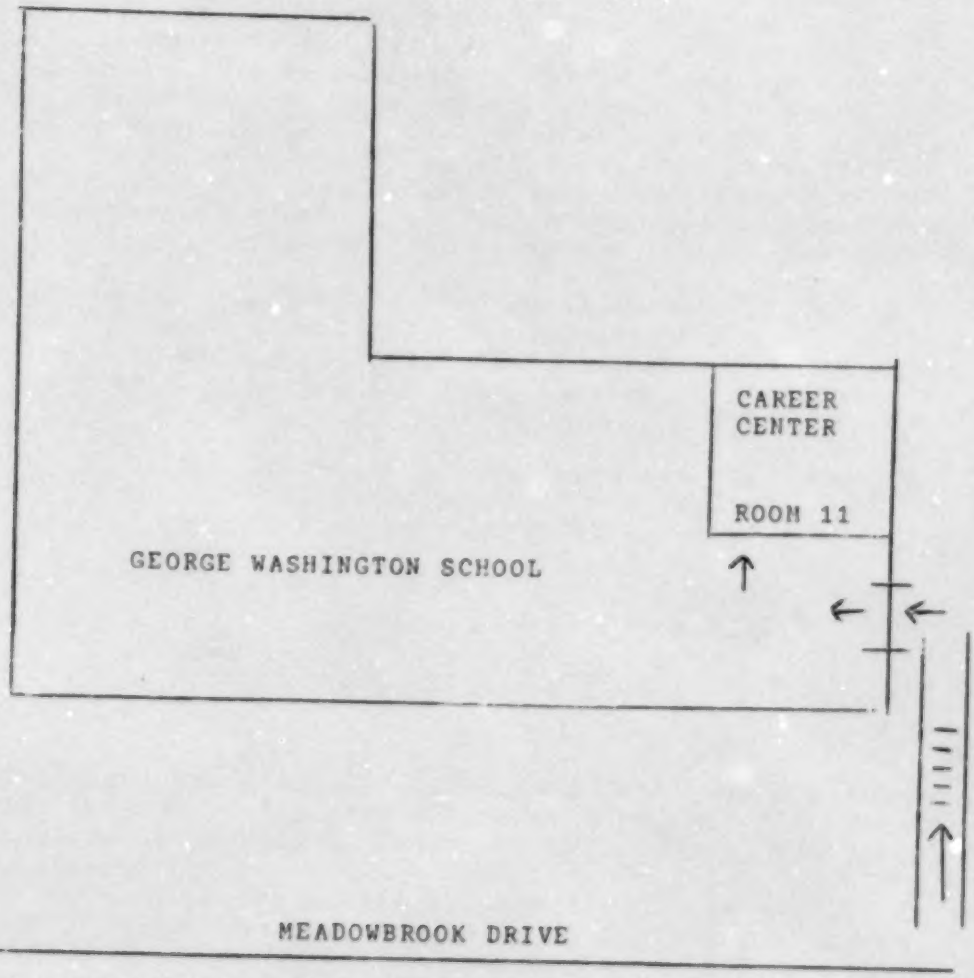
2. Have the Career Education Study finished and post-tested.

3. Have each child bring a pencil.

4. BRING THE COMPLETED CAREER STUDY ORDER (Attached to inside of front cover).

UPON ARRIVING AT CAREER CENTER

Speaking of manners....when you arrive at George Washington, classes will be in session. You will come in the end door, nearest Nottingham School, and proceed directly into Room 11. Coats, boots, etc. will be removed in the room. By doing this we shall minimize any chance of disturbing other classes. Please see that your class enters in single file and in silence.



PART III - INDIVIDUALIZED CAREER STUDIES

The basis of the Individualized Career Studies is self-direction by the students. This is accomplished by two means:

1. Instructional Level: Blue - below grade level
   Yellow - Average
   Pink - above grade level

All three levels contain learning activities to meet the same objectives as spelled out in the pre-post tests; these learning activities are tailored to meet the needs of the learner at each of the three instructional levels. The "ability" at

each of these levels was determined by the teacher-author of the study and a reading specialist. The teacher prescribes the correct level (by color) for each child in her class.

2. Choice of Interest Areas: This choice is made by the student. He should choose three areas in which he is interested. The number of ICS's done by the child is left to the discretion of the teacher. If possible, three is the recommended number.

ICS's: Twenty-one careers are written up as studies, each one done in three ability levels. An overview of the content of each has been written by the author of each and is included in this manual. Please read each thoroughly to help guide the students in their selection of career studies. The writing team has also included a section on ideas to assist you in implementing each study in your classroom. Prerequisite skills, needed by the students (letter writing, outlining, etc.), are noted in this section.

Remember!! It will be necessary for you to bring the Career Study order for your class to the Career Center on the day of your Career Center visit. Additional studies may be chosen after the class visits the Cebter. It is your decision as to:

a. how many studies each child will undertake (we suggest at least three),
b. the level of difficulty each will do.

Career Study order form is attached to the inside front cover of this manual.

The following features are standard in each ICS:

1. Pre-post tests

Pre-tests are located directly after the cover page of the ICS. HAVE EACH CHILD WRITE HIS NAME AT THE TOP OF THE TEST SHEET AND COMPLETE THE QUESTIONS AS SOON AS HE RECEIVES HIS ICS. The tests should then be marked by the teacher from the answer key. Each correct answer counts 1 point. Ten points is a perfect score. Enter the pre and post test scores in the space provided on the class check list. Post tests are packaged separately from the Career Study and should be kept by the teacher except when being administered at the end of each study. Items are identical for pre and post tests. They are based directly upon a learning activity. Each test item is one in which student makes a choice from a given set of answers and then writes that choice in the blank. In each study the content "spread" of the test items is:

a. Nature of Work - 4 questions
b. Requirements - 2 questions
c. Conditions - 2 questions
d. Advantages - 2 questions

2. General Format - each study has four sections:

   a. Nature of Work - description of jobs in this family, duties, (this section usually is the largest).
   b. Requirements - a study of the physical and educational requirements of the main jobs in this area.
   c. Conditions - treats working conditions, location of job, etc.
   d. Advantages - describes earnings and, in some cases, the future of these jobs. In many studies this section utilizes math.

3. Learning Activities and Enrichment - each of the above four sections contains both:

   a. learning activities - fundamental to successful completion of the ICS. All students using the study should complete all learning activities.
   b. enrichment - contains activities related to jobs but not essential instruction. Enrichment activities give the opportunity for the teacher to further individualized instruction by assigning those activities which will best suit each child's style of learning.

CAREER STUDY KITS

Your classroom will have its own complete Career Study library for approximatly 3 weeks. All materials necessary for the Career Studies will be a foot-locker, with lock, and can easily be stored in your classroom. See page 11 for suggestions as to appointing student chairmen of inventory duty. Inventories should be done daily on the books, cassette tapes, cassett recorders, firmstrips, previewers, folders, electrical extensions, etc. All items must be checked out before the kit is reassigned to the next classroom.

4. Table of Contents page: The paragraph on this page is actually a rationale for the students. They should read this carefully and use it to help them determine their choice of areas to study.

5. Bibliography: Before starting and during the use of the career study, the student should become completely familiar with the use of the bibliography. Because he will be independently getting his own resource materials, he must be able to determine what they are.* The bibliographies list the following materials - all of which are in the Career Study Kit (in classroom),

   a. Books - mainly hard cover books, listed in standard form.

*Stress to the children that these books are necessary for them to proceed with the activities assigned to them in the Career studies.

Material in Folders

b. SRA Briefs - large folders found in the brown duo-tang folders. These contain stories related to each career, and each one has an accompanying cassette tape. This tape is to be listened to as the child reads the story. The back page contains pertinent facts used in learning activities.
c. Career Briefs
Career Summaries
Job Guides
d. D.O.T. Cards - Dictionary of Occupational Titles published by Sextant and Company. Kept in brown folders according to careers.
e. D.O.T. Cartoons - leaflets published
f. U.S. Government Occupational Outlook Bulletins
g. Reprints

AUDIO VISUAL MATERIAL

h. Cassette Tapes
i. Filmstrips

All of these resource materials should be explained to the class before they begin their independent work. Allow them time to look them over and ask questions.

It is essential that a careful inventory be made of all materials when received and again before they are returned. Notify the Career Center of any missing materials immediately.

6. Progress Sheet: Located in ICS after the pre-test. It serves the two-fold purpose of

a. a guide to the ICS activities - the prescription sheet, and
b. a form of record keeping for the teacher.

NOTE: THIS YEAR THE PROGRESS SHEETS ARE NOT TO BE RETURNED TO THE CAREER CENTER.

Activities are listed according to the four sections of each ICS; within each section is a description of each activity and the page on which it is located. Teachers can use this to assign work to be done on a certain day or for a series of days. There is another column, marked "done", in which to indicate if work is satisfactory and/or a grade. Students use these sheets to locate and keep track of work assigned. Teachers also can use this as a guide for AV required, or out of room activities such as field trips or interviews.

7. Glossary: Mainly job-related words unique to each career. Students should be encouraged to study this carefully before beginning the career study and to refer to it constantly during the learning activities. Teacher may want to design additional activities using the glossary.

8. Interview Sheet: Attached to the back of each career study. The main purpose of the study is to gain information, and the interview technique is a valuable method. All students should make use of this method, practice it in the classroom and be prepared to use it on field trips or with resource people. Please refer to the interview lesson in the Orientation Study Appendix.

OTHER ITEMS: (not necessarily in each study.)

Career Ladders
Charts, graphs
Field Trips

Career Ladders: These are graph like devices used to illustrate the job-family concept. Each study, whether it be about construction workers or school personnel, presents the family of workers involved, from unskilled up through the professional level. The career ladder relates these jobs in terms of educatior and income.

Field Trips: You will be advised by additional bulletins as to the standard field trip procedure. Again - the main purpose of the program is to get information about jobs, not products. The field trips should be planned and carried out to meet this objective. Children should be prepared by (a) knowing what information they are to seek, (b) know what method they are to use in acquiring this information, (c) having practiced these methods before the trip, and (d) knowing how they are to use this information when the trip is over. Further detail on these points:

a. information children are to seek - falls into the same four objectives that are the framework of the Career Studies, namely: nature of work and duties of the jobs observed, educational and physical requirements for these jobs, conditions and location of these jobs, advantages and future of these jobs. The standard interview sheet contains questions relating to these objectives. Students should be encouraged to expand upon these standard questions.
b. methods - interview (by whom? how many students at a time?); observation (checklists of facts needed should be prepared).
c. practice - before a field trip in which interviews are to be done, small groups should be organized with specific areas to be covered assigned to each group. Each group should have a spokesman (asks questions), a recorder (writes answers), timekeeper (responsible for moving the group on).
d. use of information - to share with the class, interview groups should be scheduled to report their findings orally, upon return from the trip. All those doing that particular career study should be aware that this is their opportunity to obtain any information they need.

PART IV - CHARTS AND GRAPHS

Presenting Data - A graph is a visual representation of data that often facilitates understanding the data. The most frequently used graphs are the pictograph, the bar graph, the circle graph, and the line graph.

A bar graph usually can be read with a greater degree of precision than can a pictograph. The students should be provided with opportunities to draw both vertical and horizontal bar graphs. The terms horizontal axis and vertical axis also prepare the students for later work in graphing.

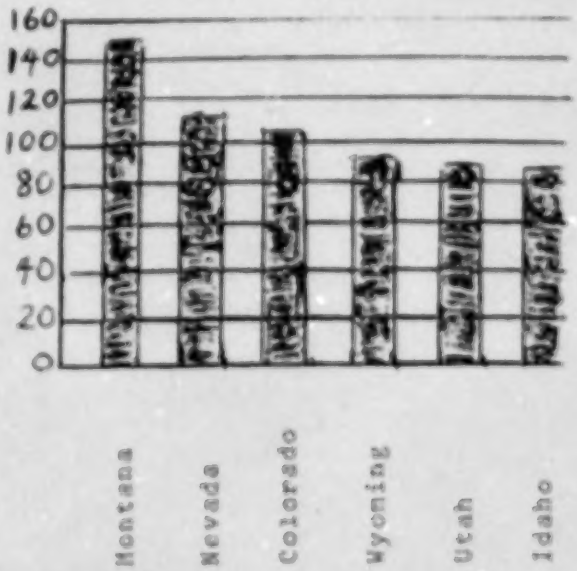
Presenting Data in a Bar Graph

Terms

1. *Bar Graph*
2. *Vertical Bar Graph*
3. *Horizontal Axis*
4. *Vertical Axis*

Usually, the vertical scale of a graph begins at zero and extends upwards in intervals appropriate to the data being presented. This fact will be familiar to students from their work in earlier grade levels. (Sample lessons 1-9)

1. Data can often be presented by a graph called a bar graph. The graph at the right is a vertical bar graph showing the areas of the Mountain States. Why do you think it is called a "vertical" bar graph?



2. The states are listed on a horizontal line, which is called the horizontal axis of the graph. The vertical line at the left of the graph is called the vertical axis. The numerals along the vertical axis are in the form of a scale, called the vertical scale. How many thousands of square miles are represented by each of the spaces between lines on the vertical scale? (10)
By comparing the height of the bar and the vertical scale, make an estimate of the area of each of the Mountain States.

3. The areas, to the nearest 1,000 square miles, are shown in the table at the right. Draw a vertical bar graph in which each space on scale represents 5,000 square miles.

State	Area in Sq. Miles
Montana	147,000
Nevada	111,000
Colorado	104,000
Wyoming	99,000
Utah	85,000
Idaho	84,000

4. Does the bar graph you drew and the one shown above present the same information? (yes)

5. Which presentation, the table or the bar graph enables you to compare the areas of any two states quickly and easily? (bar graph)

In exercise 4, you may wish to ask students which graph is more accurate: the one they drew for 3 or the one presented on the preceding page. (The students' graphs should present each area to the nearest 5,000 sq. mile; the test graph presents each area to the nearest 10,000 sq. mile.)

6. The bars for the graph on the preceding page were drawn vertically. The bars of a bar graph can also be drawn horizontally. The scale will then be on the horizontal axis. Such a graph is called a Horizontal Bar Graph.

7. The table at the right shows, for eleven kinds of food, the number of calories contained in one cup. What is the greatest number of calories that must be represented on the scale of a bar graph made from these data? (165) How many spaces will be required to represent that number of calories if you let each space represent 5 calories? (16½) 10 calories? (33)

Food	Calories
Milk	165
Spaghetti	155
Lima beans	150
Orange juice	110
Buttermilk	90
Beets	70
Popcorn	55
Spinach	45
Carrots	45
Turnips	40
Cabbage	25

The choice of a horizontal or a vertical bar graph for presenting data is arbitrary. However, certain types of data lend themselves better to one type of graph than to the other. For example, the vertical bar graph is more appropriate for presenting altitudes and the horizontal bar graph is more appropriate for presenting distances.

8. Select a value for each space, and make a vertical bar graph of the data.

9. Astronomers measure the distance from the earth to the various stars in units of light-years. One light-year is equivalent to the distance light travels in one year, or about 5,880,000,000,000 miles. Listed below are 16 stars and their distances from the earth in light years. Make a horizontal bar graph of these data.

DISTANCE OF STARS FROM THE EARTH

Stars	Light Years	Stars	Light Years
Sirius	9	Betelguese	300
Canopus	90	Aldebaran	55
Alpha Centauri	4	Spica	190
Vega	27	Pollux	30
Arcturus	32	Antares	170
Capella	42	Fomalhaut	27
Procyon	11	Regulus	70
Altair	18	Castor	45

PART V - CLASSROOM MANAGEMENT

There is no set formula for this. As with other phases of implementing this program, decisions are left to the individual teacher's judgement. How you set up and run the career studies will depend on you, your particular class, the amount of experience that both you and your students have had in self-directed study. The teacher during this program should assume the role of a director of activities. This will be easier to accomplish when:

a. teacher and students are thoroughly familiar with objectives, content and procedure for the career studies;
b. teacher prescribes correct instructional level for independent student progress and further refines the prescription by careful choice of enrichment activities;

c. student choice of career studies is based on familiarity with their content;
d. students are ready to assume responsibility for their own progress. This can be determined only by the teacher. Students should be impressed with the fact that other than the pre-post tests and purely subjective answers, they themselves will be responsible for checking their answers with the answer key, correcting their errors, and moving ahead upon satisfactory completion of each activity. It will be their responsibility to read instructions, locate their resource materials, complete their tasks, score them and then proceed all at their own rate;
e. teacher should periodically (perhaps twice a week) review all Progress Sheets to see what AV materials are required for what students. Scheduling of recorders and previewers could well be very complicated. It is wise to have a list of other activities ready to take up the slack time a child will have waiting for the use of AV equipment. Such activities could be from the Enrichment section, or general classroom routines such as spelling assignments, peer tutoring and designing of new activities by the students themselves. The important thing is that these "busy work" suggestions be ready ahead of time;
f. students should be assigned responsibility for daily inventories of all resource material. There should be a "chairman" appointed for each of the following:

a. books
b. folder
c. tapes
d. recorders, headsets and previewers
e. filmstrips
f. answer keys

These materials should be inventoried by each chairman each day. Loss of any materials should be reported immediately to the Career Center.

Duo-tang folders: provided for each student. These are to be used for his career studies. The purpose for supplying these is to motivate students to take good care of their materials and to guard against loss of any Career Center materials (leaflets, loose pages, etc.) The folders should prevent mix-ups with other material stored in their desks.

******* IMPORTANT ******* IMPORTANT ******* IMPORTANT *******

PART VI - INSIDE THE COVER

Are materials essential to your program and to our record keeping.

1. Order blank for Career Studies: THIS SHOULD BE FILLED OUT AND BROUGHT TO THE CAREER CENTER ON YOUR FIRST VISIT. You will be able to carry the completed order back to your classroom on the second visit to the Center.

2. Envelope:

   A. CHECKLIST - RETURN TO CAREER CENTER upon completion of entire program. Addressed envelope is provided for school mail.

   On this checklist please include the following information in the appropriate columns:

   1. Class list
   2. Career Education Pre and Post test scores (number correct out of 14)
   3. ICS Pre-Post test scores PRE POST (number correct out of 10) for each student.

   B. DATA SHEETS - Please indicate the visitors, number of parents, field trips, etc., utilized by your class during any portion of the program.

   The last two questions (g and h) reflect your opinions on the program. Any additional comments are welcome.

PART VII - PRE PLANNING FOR ENTIRE PROGRAM

1. Obtain old magazines for pupils to use in collecting pictures of people at work. Other faculty members and friends can help you.

2. Prepare a resource file folder for each Career Study and begin collecting pictures, posters, etc. for display use.

3. Request supplementary films and filmstrips from film library if desired.

4. Prepare bulletin board showing workers.

5. Post program schedule.

DURING THE SCHOOL YEAR

1. Encourage pupils to read books about occupations for leisure reading or for oral and written reports.

2. Pupils can assume the roles of workers through dramatic play. They can write short plays based on their interpretations of TV Programs, outside reading, or interviews with employed acquaintances.

3. With your guidance, pupils can also create the roles of various workers through spontaneous role playing. For example: a hospital pharmacy, a retail store, or a school library.

4. Use experiments and displays which may expand concepts presented in the Career Studies. For example: different kinds of thermometers might be demonstrated in connection with the Hospital Careers Study, or a toy car display with the Auto Workers Study.

5. Children may make scrapbooks on occupations...include vocabulary, picture, clippings and original stories or reports of interviews with workers.

6. Pupils may be encouraged to interview acquaintances in various lines of work and report on these to the class.

7. Invite parents and other relatives of pupils to visit your class and describe their work.

8. Plan a field trip to a business or industry of interest to your class.

9. Let children help develop a vocabulary list to supplement words provided in the glossaries.

10. Use vocabulary lists for spelling bees.

11. Ask pupils to write stories or poems which reflect their concepts and interpretations of facts about workers.

12. Let pupils draw pictures to illustrate various jobs. Use for displays.

13. Organize pupils into teams to collect or draw pictures of people at work and use these in preparing weekly bulletin boards.

14. Ask children to help develop a chart of the major industries in Syracuse, showing how they contribute to community well-being.

15. List some of the many occupations on which Syracuse depends for successful business and industry.

PART VIII

TEACHERS GUIDES FOR CAREER STUDIES

AIRPORT WORKERS

Teacher's Guide

The Airport Workers study is about the different jobs connected with the running of an airport.

A large group of employment opportunities is covered here. It is intended to be done by those students who feel that they may venture into this area of employment. Like the others it is divided into three reading levels. All levels are challenging.*

The study follows the same plan as the others which you have done. The first part is concerned with the Nature of Work. It contains many learning activities which expose the student to the numerous airport jobs and the duties involved in each.

The second phase of the study is conceived with the educational requirements needed in these jobs. The concentration here is placed on school and the subjects one should study.

Phase three informs the student of some of the different working conditions he may encounter, whether he will work indoors or outdoors and some of the safety precautions needed to be taken.

The fourth and final phase informs him of the advantages of the different jobs. It gives a salary chart and enables the student to find out the different salaries for the different jobs.

The student should obtain a sufficient amount of knowledge about airports when he completes this study to know whether or not to pursue his interests in the field.

Suggestions for Implementing and Teaching

The teacher should initially introduce Airport Workers in a general way. The children should look through the study and be aware of the length of the study, the different activities which are to be done, and the kind of resource material that is available to them.

It is essential that the teacher review or teach the class how to use the glossary. Many of the activities are dependent upon knowledge of the words listed in it.

The learning activities stress skill in the following areas:

1. Reading Comprehension
2. Outlining
3. True-False
4. Matching
5. Multiple Choice
6. Completion
7. Some mathematics in Phase 4

It is hoped that the student will apply these skills which he has learned in class to the completion of this Career Study.

*Not recommended for poor readers

PEOPLE WHO WORK WITH ANIMALS

Teacher's Guide

This study is one of the easier studies to complete. There is only one filmstrip for this study which deals with animal care. Introduced in this study are the veterinarian, pet store worker, zoo keeper, zoo director, dairy farmer, poultry farmer, and fur farmer.

Many of the resources, especially the pamphlet, "How to Live With a Neurotic Dog" are amusing and enjoyable. If the children are careful to follow the directions, they should have no difficulty with this study.

Suggestions for Teaching and Implementing

Looking for details is one skill that is used frequently in this study. Children are required to read a book or pamphlet and then to list their answers to a question.

Most of the enrichment activities can be completed in class. If the children choose to make a bird feeder, it can be completed during the Skills Program. A visit to a pet store is an out of class activity that children can do on their own. Other activities include making an animal cage from a shoe-box, making a scrapbook of animals (this could be given to a primary class afterwards), and writing a story. The pink level is given a crossword puzzle to do.

All SRA material has been taped for the children to listen to as they read the stories. All material except for filmstrips and books are in the folder.

AUTO WORKERS

Teacher's Guide

This career study begins with the examination of the various jobs in the automotive industry. Throughout the study in all levels, the occupations of Gas Station Attendant, Auto Mechanic, Car Washer, Auto Body Repairman, and Automotive Brakeman are studied in more depth. The filmstrip Working With Cars is used as an inrroduction to the study.

The study also examines the nature of work by using such filmstrips as Changing a Flat Tire and using such books as Automobiles-- How They Work.

The rest of the study includes the conditions, requirements, and advantages of the jobs in this study.

The Blue Career Study is quite easy and short with the directions being fairly explicit about where material may be found.

The Yellow Career Study introduces the student to the concepts of vocational or technical schools and on-the-job training. This study also includes some vocabulary and alphabetizing not found in the blue study.

The Pink Career Study has even more language development such as unscrambling words and reading facts from a newspaper and putting them in outline form.

For all three levels this study should be relatively simple and be accomplished without too much difficulty.

Suggestions for Teaching and Implementing

The natural interest most boys express in cars and mechanical skills can be capitalized on through use of car ads in magazines, collections of toy cars, or drawings that the children can make.

As in all the career studies, the entire study should be looked over thoroughly, including the material available. Emphasis should be placed on familiarizing the pupil with the glossary, and the careful reading of the assigned material.

A visit to a garage or vocational school mechanics department would be most helpful in the development of this study. The Career Center will try to arrange this type of field trips.

The inspection sticker is mentioned in this study, so the teacher might be prepared to answer any questions concerning car inspection or let the children examine a car inspection sticker.

Since many of these studies require children to find facts from resource materials independently, the teacher should spend time developing techniques for this type of learning.

PEOPLE WHO WORK IN CONSERVATION

Teacher's Guide

This study introduces the term "Conservation" to all three levels, including the jobs of the forester, soil conservationists, and wildlife conservationists. The True Book of Conservation would help the teacher in establishing a background for this study.

Included in the first section are filmstrips about the paper industry and the many jobs offered by it. (Some of the words may be difficult but most are defined in the glossary.) Also included is a list of job titles and descriptions which have to be filled in.

The last part deals with salary and other advantages requiring the children to complete graphs.

Many enrichment activities are suggested that can be begun in class and completed during the Skills Program.

The study may tend to be difficult because of the vocabulary in the filmstrips. Serious, interested students should find this study fun. If the student is more interested in animals, he should be referred to the animal study.

Suggestions for Teaching and Implementing

The teacher should stress the use of the goossary before children begin. Many terms that are difficult in filmstrips must be defined.

The following items must be understood before the students begin the study:

1. What is a planter box?
2. What is a green house?
3. What are relief maps?
4. What is a collage?

These crafts are part of the enrichment activities.

Children should know that all information about requirements is in the folder. They will have to read and listen to tapes from the S.R.A. briefs, dependent on their need for information.

Bar graphs are used to compare salaries, therefore, the making and interpreting of a bar graph should be taught.

COSMETOLOGY

Teacher's Guide

This study presents a make-believe walk through a beauty salon and introduces the student to the many career opportunities to both men and women in this field. This Career being one with great appeal to students, it is important that they realize the wealth of opportunities and the flexibility of hours, part-time employment, etc., that is in the cosmetology business.

Many enrichment activities are suggested that will be particularly enjoyable to the students. Please remember that these enrichment activities are optional and at the discretion of the teacher.

Suggestions for Teaching and Implementing

Mr. Charles Money, in the Beauty School at Central Tech, is anxious to work with this program. By calling him, it is possible for you to have his senior Cosmetology students visit your classroom and put on demonstrations, or to arrange visits by your students to his beauty school at Central to have their hair done.

FASHION AND CLOTHING CAREERS

Teacher's Guide

The Fashion Career Study begins with an introduction to the many jobs that are to be found in the fashion world, and continues with vocabulary unique

A filmstrip "Manufacturing Clothing" and several books give an overview of how a garment is made from start to finish. In the pink and yellow study, the pupil learns a bit of the history of the development and use of clothes from ancient to modern times.

Next there is a series of activities designed to identify job title with job descriptions and each of the 3 levels examine the job of a dressmaker, model, and designer in some depth.

The rest of the study is devoted to the conditions, requirements, and advantages of various jobs. Included in the last section are table (blue) and graph reading (yellow and pink) with related math exercises.

The blue study is fairly easy and should present no problem to a slower student. The yellow study requires quite a bit of reading and finding facts, but the study is quite precise about the location of the answers. The pink study is relatively difficult and would require a student with real interest and diligence.

Suggestions for Teaching and Implementing

Children, especially girls, are interested in clothes and the teacher can introduce this study by capitalizing on that interest by bringing in teen fashion magazine, swatches of fabric, etc.

The student who does this study should be encouraged to acquaint themselves with the entire study, the glossary, and all the material available before beginning.

This study especially lends itself to working in groups, but it should be stressed that books and pamphlets required in the activities be read thoroughly, carefully noting titles and page numbers.

Since modeling is a very limited career field, good grooming is stressed in the blue and yellow study rather than job description. Here the teacher may use the 6th grade health book or other material to present ideas on grooming.

The enrichment activities call for a field trip and interview with a department store worker in the clothing section, but if this is not possible, the teacher might invite an attractive girl to the class to share her ideas on clothes and grooming.

One of the enrichment activities call for the planning and giving of a fashion show. This might be included in the skill phase of the program, when the class does the restaurant project, under the heading"Fashions at Luncheon."

FIREFIGHTERS

Teacher's Guide

Notice the word, "Firefighters," because of women's lib they are no longer called "Firemen." However, many of the books were printed before this movement became so active, therefore, the term "firemen" is used in titles and in book content. Nevertheless, the new term is preferred.

This study covers service careers under government control with the advantages of job security, paid vacations, hospitalization, and requiring less than college schooling.

Through the use of SRA Briefs, Tapes, Career Briefs and Summaries. The many job titles listed are described as to Nature of Work, Requirements, Conditions and Advantages.

Problem solving bar graphs, career ladders, letter writing and dictionary work are activities included in this study.

Terminology found only in firefighter careers is brought to the attention of the student.

The levels of this career study are written in a concise manner easily followed if directions are carefully read.

This study would be considered average - not too difficult nor too easy.

Suggestions for Teaching and Implementing

1. Letter writing is an activity that should be reviewed before the student begins work on this study.
2. He will meet the term "Career Ladder" which may need explaining.
3. Bar graphs are included in the yellow and pink level of this study. Children may not have worked with graphs at the time this study is implemented in your school. Refer to pages 6 - 8 in Section A of this manual for a sample lesson on bar graphs.
4. In the pink and yellow career study the children have to make a time line. This activity may be new to them and may need some teacher's guidance.
5. The use of the glossary needs to be stressed.
6. As an enrichment one of the children may wish to invite the firefighters who inspect the school to visit and speak to the class. These men are anxious to have the opportunity to talk with the children.
7. In the pink level, page 2, the following job titles could be listed:

1. Hooksie
2. Smoke eater
3. Watchman
4. Patrollo
5. Inspector
6. Volunteer Firemen
7. Smoke Jumper

HEALTH CAREERS

Teacher's Guide

IMPORTANT Many of the same resource materials are used in both the Hospital and Health Careers studies. Children should be cautioned to check both folders for these materials and to see that each is returned to its proper place.

Health Careers is such a tremendous field it was necessary to limit this study to those positions considered most common as nurse, pharmacist, aides, public health nurse, etc.

Through filmstrips; books, pamphlets and cards,the duties, educational and personal requirements, working conditions and advantages of careers in the Health field are explored.

This is not a difficult study for each level but it is a very thorough one and is longer than some of the other career studies. However, it covers such important services through use of many tapes and interesting activities. The length of the study should not be a deterrent to choosing it.

Suggestions for Teaching and Implementing

1. All SRA Briefs are taped for the non-readers. These may be used by all the students.
2. Use of the bibliography is most important as often the children are referred to the bibliography for titles of books, pamphlets, etc. to be used in an activity. A lesson on this may be needed.
3. Emphasize the importance of reading directions so the student gives the exact information asked for as, one filmstrip, four duties, etc. Often books are to be completely read. These will be easy reading.
4. Outlining is an activity in this study. The format of an outline may have to be reviewed before children doing the pink or yellow level can complete the study.
5. Writing letters may have to be reviewed before this study is begun.
6. Math problems involving adding, subtracting and multiplying are included in this study.
7. A career ladder appears in the pink level. The term career ladder may need defining.
8. Skimming is mentioned as an activity in the pink study. This work may also need defining.

CAREERS IN HEAVY CONSTRUCTION

Teacher's Guide

This study acquaints the pupil to the many people who work together to build bridges, dams, and large buildings. The job opportunities in this field of heavy construction are numerous.

In the nature of work, the pupil is introduced to the three different groups of workers found in this field. Under professionals he studies briefly the surveyor, architect, civil engineer, and draftsman. Carpenters, structural iron-workers, bricklayers and machine operators are met under the section involving skilled and semi-skilled workers. Unskilled workers make up the last group. These are the construction laborers.

In the next part, the pupil looks for the qualifications of various jobs in the field. Special stress is given to the training and the type of personality each worker must have.

The last two sections cover the conditons and advantages of a job in this field. Graphs, charts and a pupils knowledge and research are used.

This study presents a good overview of the many jobs available in the field of heavy construction for each level readers. Naturally, the blue level is shorter and requires less than the yellow or pink levels.

Suggestions for Teaching and Implementing

This study could be introduced in many different ways. Boys and girls, on their way to school often pass many building sites. A discussion about the number of men and the kinds of machinery they see on these sites, could introduce the unit. The book Come to Work with Us in House Construction contains poems about the many available jobs in the construction field. A game of "Who Am I" using these poems would be an enjoyable way to introduce the unit. The filmstrip Heavy Equipment Operators could also be used.

The glossary contains many words they will meet in the study. Be sure to have the pupils look it over carefully. Have them also look over the booklet to see the many activities and materials they will use.

In this booklet, there are many activities. The SRA Briefs are used as sources for requirements, conditions and advantages. There are also two tapes with filmstrips to use.

The pupils are introduced to the symbols an architect uses. They are then asked to make their own blueprints of specific places. The highest group is also asked to use Encyclopedias for information.

HOSPITAL CAREERS

Teacher's Guide

Hospital Careers opposed to Health Careers stresses only those positions connected with hospitals. Students believe these to be nurses and doctors, not realizing the many employees it takes to run this tremendous enterprise.

With this in mind, activities have been included from candy striper to doctor to show students that one can start in this field with little education then through desire and continued education can climb up the career ladder as far as they wish to go.

New filmstrips, books and pamphlets describe the duties, educational and personal requirements, working conditions and advantages of careers in a hospital community.

The study introduces the concept of the "hospital team", (workers who deal directly with the patient) as well as the behind the scenes workers who are necessary to both the patient and the team.

The study is not a difficult one but presents job titles which will be new to most students.

Suggestions for Teaching and Implementing

IMPORTANT - Many of the same resource materials for this study are used in both the hospital and health careers studies. Children should be cautioned to check both brown folders for these materials and to see that each is returned to its proper place.

Have the children look through the study before starting so they are aware of the content and the activities required. It is important that they become familiar with the glossary and the materials in the brown folder.

Children should be prepared for independent use of the resource material listed in the bibliography.

The importance of "reading and following directions" cannot be stressed too much. It will be an additional help to the children if they are taught to

1. first survey the questions they are to find the answers to.
2. read to find the answers. Most of the exercises call for specific information - one title, three duties, etc.

Enrichment activities include drawing pictures, making sample booklets, making paper murse caps,etc.

One of the activities is to interview the school nurse or health clerk. She is a valuable resource person who can contribute a great deal to the depth of the study. She should be encouraged to work with the students, especially in the section "Requirements'

To acquaint the children with the hospital facitities in the Syracuse area, the use of the yellow pages in the phone book is required.

Most children have had some exposure to hospital experience and could relate it orally. This would enrich the study for himself and the entire class.

The yellow and pink levels are given the opportunity to construct their own crossword puzzle and will need graph paper to do so.

Charts are used in the fourth section, "Advantages." The materials needed for these charts are specified in each case.

Skimming is used as a learning activity throughout the study It is a technique that needs to be encouraged as the children search through the material for their answers.

CAREERS IN HOUSE CONSTRUCTION

Teachers Guide

This is a very thorough Career Study identifying the many workers involved in house building. The workers are divided into the following categories:

a. Professional - architects, surveyors, draftsmen
b. Skilled - electricians, plumbers, roofers, etc.
c. Semi-skilled and unskilled laborers discussed briefly

There is an abundance of material written into the study such as filmstrips and books which provide the basis for many activities.

The entire study, though lengthy, is very precise and explicit and should present no difficulty to any type of student.

Suggestions for Teaching and Implementing

The pupils doing this study should first of all look over the abundance of material available in the kit. They should carefully examine the booklet itself and the glossary. There are many illustrations that encourage discussion on the duties and materials used in the career field.

A trip to a building site for a house would be an excellent activity. Pupils could interview the workers; perhaps a parent of one of the students who works in this field could serve as a resource person.

The glossary should be stressed as a useful tool provided to help understand and do the study.

NEWSPAPER CAREERS

Teachers Guide

The career study "Newspaper Careers" provides the student with a good understanding of the people and work involved in the putting together of a newspaper.

The Career Studies are divided into three levels with each level containing four sections.

The blue career study is relatively easy. The nature of work section, as in all levels, introduces vocabulary related to the newspaper industry. Contained in this section are job description and a fairly good audio-visual presentation on just how a paper is put together.

The requirement is basically the same for all levels although higher levels of reading and writing skills are needed for the amount of training and education for a particular job is covered.

The conditions section concerns itself with what it is like to work at a particular job at a newspaper. Whether it is indoors or outdoors, working alone or with others, etc. Similar materials ar covered at all levels, but the depth is much greater in the yellow and pink studies.

The last section deals with advantages of working in the newspaper industry. Covered in this section are such things as salary, unions, fringe benefits and what the future holds for a particular position. Basic material covered is again similiar, but the enrichment materials in the yellow, and particularly the pink study, require a high level of reading and writing skill.

NOTE: One enrichment activity directs the student to imitate a reporter by taking notes and writing them up in story form. This may require extra guidance from the teacher.

OFFICE WORKERS

Teacher's Guide

The Office Workers Career Study provides the student with a basic background of information concerning what it would be like to work in an office.

All three levels (blue, yellow, pink) are not overly difficult or lengthy, Each, however, introduces to the student what is needed to be developed now in reference to education and personal traits and attitudes if he or she wishes to enter a position in an office.

The only real difference between the three levels involves the fact that the yellow and, particularly, the pink studies require higher levels of reading and writing skills than the blue study. The yellow and pink studies also touch upon a larger number of jobs found within an office.

The teacher, as in all the career studies, should discuss with the studenst the fact that attendance, personal traits, and attitudes, and academic progress at the present time will most likely have a direct bearing on the gaining of employment in the future.

POLICE CAREERS

Teacher's Guide

This is a good study for those pupils who are interested in becoming policemen. In it, the pupil becomes familiar with the various kinds of policemen. They also see the different tools needed by policemen and have an opportunity to meet the language in this field are easily understood. The advantages are shown on a career ladder.

The blue level of this study is very easy to follow. The book "About Policemen" is written in such a way that the information needed can easily be obtained. The yellow and pink are equally as interesting and contain activities that will challange the reader of each level.

Suggestions for Teaching and Implementing

This study can easily be introduced through a discussion about Policemen. In the yellow and blue studies there is a letter to an editor that could be read to the class. There are two filmstrips that could be shown on the training and duties of a policeman. Articles found in the daily newspaper on crimes and other events could also be used.

A trip to the Public Safety Building would be an excellent activity to include. Arrangements can be made through Captain Donahue's office at the Public Safety Building. If you would prefer, a policeman to visit your classroom, please use the letter in the field trip packet. Pupils could interview the school crossing guards.

In both the yellow and pink studies there are activities on the history of policemen and information about policemen around the world. Pictures and bulletin boards can be made from this information.

Essential to the introduction of this study, is a careful examination of the study itself and the glossary. There are many illustrations that encourage discussion on the duties and materials used in this career field.

The pupils should read the prescribed book thoroughly. Besides these, the book "West Side Cop" is recommended for the pink level.

This study involves the protection and safety of each of us in our daily lives. The idea of obedience to laws both inside the classroom and outside should be stressed.

POSTAL CAREERS

Teacher's Guide

This study is about careers connected with the post office. The greatest emphasis is placed on careers requiring less than or a high school education to stress that one can attain a job future without having a college education. Because of this, most activities center around mail handlers, window clerks, distributio clerks, mail carriers, and parcel post delivery men. The service to society is also included in this study.

A filmstrip entitled "The Post Office and Its Workers" introduces the three levels of this career study to arouse interest in the many postal positions available.

Books play a very important part in the activiites of this study. Hopefully, children will read these books when time permits.

Math questions, writing a complete sentence, alphabetical order, filling in blanks, working with a career ladder are some of the activities included in this career study.

Each level includes a glossary of words used in this study. The postal study is not too difficult for all levels. Directions are easily understood.

A visit from the mail carrier who delivers the school mail is an excellent method of stimulating interest in this study. He will give the teacher the number to call to arrange this visit.

If a field trip to the Post Office is arranged, have each child take with him a letter and envelope addressed to himself. Then he can watch each process a letter goes through before it is delivered to his home.

Suggestions for Teaching and Implementing

Becuase use of books is one of the main activities in this study emphasis on following directions, carefully reading titles and page numbers should be brought to the pupil's attention.

Whenever SRA Briefs are used in an activity a tape of the SRA Brief has been made to be used by the non-readers. Children working on all three levels may use and enjoy these tapes.

Each level has a glossary included pertaining to words used in the particular Career Study. A discussion of the purpose of a glossary will help the child see its value and avoid the teacher's necessity to explain the meaning of a word.

As more enrichment children could illustrate a trip to the post office, a mail carrier in uniform with bag, cap, etc., a booklet or whatever proves most interesting to them.

RESTAURANT CAREERS

Teacher's Guide

This study explores many jobs in the restaurant field, but most of the activities center around the duties of a waitress.

The study begins with a filmstrip introducing various occupations in this field. From here the pupil examines the five categories of people who deal in food services in general.

Using the many materials available, the pupil will learn through different activities some of the jobs and the work involved in each. Included in the first section of the study will be found an activitiy sheet entitled Lou's Quick Lunch. The purpose of this exercise is to provide children with learning to read menus, figuring the cost of several items, etc.

The last part of the study deals with the educational and personal requirements, the many types and kinds of restaurants, and the advantages and pay scale of the various jobs.

The study should not provide too much difficulty for any of the three levels as there is much material available. The blue level is very concrete and directs the pupil to the specific material Both yellow and pink require more initiative in finding and listing items, the pink naturally demanding more than the yellow.

Suggestions for Teaching and Implementing

To introduce this study, the teacher could draw on the children's experience in eating in restaurants. The filmstrip "Job Opportunities in a Restaurant" gives an introduction to the variou careers to be found.

Have the children look through the study before starting, so that they are aware of the content and the activities required. Be sure they particulary read over the glossary and look over the brown folder containing the material.

The enrichment activities suggest interviews with a restaurant worker. This could be handled by having one student interview a worker and sharing his findings with the class or taking groups of children to lunch, having each pay his own way. Perhaps a waitress can come to your classroom to be interviewed.

To acquaint the children with the many types of restaurants, the phone book and a newspaper are required. Perhaps the children could relate orally their experiences in different types of restaurants.

The enrichment activities include planning a meal, serving it, etc. This activity lends itself very well to the Skills Phase program whereby the pupils doing this study could actually execute the planning and carrying out of the Restaurant when this part of the program is in your school.

SCHOOL WORKERS

Teacher's Guide

The Career Study in School Workers was designed to show the many job opportunities there are in the education community, such as maintenance men, teacher aides, teachers, librarians, athletic coaches, health workers and administrators.

The study begins with a filmstrip introducing these occupations. From here the pupil investigates these fields in greater depth. A field trip to the Board of Education is included as an enrichment activity. Educational requirements for workers unskilled up through the professional levels are dealt with in the section "Conditions of Work." The number of fields the child studies is determined by the color of the study he is doing. Here the format of the study varies from the others in that the learning activities do not relate only to conditions of work, but rather encompass all facts about that career. This is necessary due to the enormous amount of material that is related to jobs in the school workers field. You will find also, the learning and enrichment activities for each field are located together for the sake of continuity.

Although the study is lengthy, the child is given a choice of activities to follow within it. as indicated on the Progress Sheet

No learning activities are given in the section "Advantages", as these had been covered in the previous section.

Suggestions for Teaching and Implementing

The filmstrip provides a good introduction. Children are familiar with the positions described and are usually quite interested in finding more information as directed.

The use of charts to obtain information is included in all levels. Students may need extra help in understanding the job titles and terms used in these.

Resource people within your buildings should be utilized as much as possible. It is an excellent opportunity for students to conduct interviews with these people.

Refer to Page 7 of the manual for instructions on planning field trips. Also, refer to the field trip packet.

IMPORTANT: DO NOT undertake field trip to the Central Office until you have read and carried out the preparatory steps as outlined on the special instructions in the field trip packet.

STORE WORKERS

Teacher's Guide

The career study on Store Workers was written with a very definate purpose in mind - to show the many job opportunities there are in the retail field. Emphasis was put on the many positions requiring a "high school or less" education. However, with a high school diploma one can attain a certain high standard in the employment field.

By the use of filmstrips, tapes, briefs, etc., the student discovers positions such as stock clerk, interior designer, display worker, comparison shopper and many more. Some of these job titles are familiar to the pupil while others are very unusual and should arouse a degree of curiosity as he works through the Career Study.

Cooperation, enjoyment of working with others, a desire to please others are all brought out in this Career Study. It is not too difficult, so it should not require a long time to complete.

Suggestions for Teaching and Implementing

1. SRA Briefs have been taped for non-readers. These should be made available to all the students working on this study.
2. The reading of graphs should be reviewed if this activity has not been covered in Math. (Bar graphs specifically,)
3. A discussion of what a career ladder is, what is found on it, why it's a good way to show information may help the students in completing such an activity.
4. This study affords an excellent opportunity to reach out into the neighboring community for store owners, clerks people from home who work for stores,to come in and speak to the students.
5. Letter writing,especially thank you letters, will be used as an activity and may need reviewing.
6. A walk through a shopping center or neighborhood to become aware of the different kinds of stores should prove both interesting and informative.
7. This would lead to interesting activities such as making a model neighborhood from construction paper, drawing scale models of stores (pink) or just paintings or drawings of what was seen on this walk.

NOTE: In this one instance, a combination of the yellow and pink levels would provide a comprehensive picture of jobs in the retail field. The activities that overlap are few and most students would benefit from the use of both levels.

TELEPHONE WORKERS

Teacher's Guide

The yellow career study is average in length and includes enough vocabulary work to enable most students to learn about the various jobs in the telephone industry. There are activities in which the student is gradually led to learn what different job titles describe

The requirement section discusses the education and training necessary for a particular job. The conditions section tells what the job will be like ------- working alone or with others, outdoors or indoors, etc. The advantages section deals with salary, fringe benefits, and the future of a particular job.

The pink career study is somewhat difficult and long but provides for a really in-depth study of almost every job at the telephone company. A high level of reading and writing skill is required for this study. This career study also has work within it which will be presented to the class when the student has concluded the study.

The job family presented here is quite limited as far as the real scope of jobs in this type of career area; however, the study is designed mainly to show the variety of work available in this field.....inside work, outside work, switchboard, mechanical, and executive.

The blue version of Telephone Workers is easy for students to complete.

CAREERS IN TRANSPORTATION

Teacher's Guide

This is a study of some of the jobs available in the world of transportation. Because this is such a vast field to cover, only a few jobs are stressed in depth.

The first section of this study begins with a brief explanation and history of transportation. It is hoped that the pupil will understand that man has always been concerned with the moving of people and things from one place to another.

In the next section, jobs in the field of transportation are broken down into four major areas. These areas are:

1. Drivers, i.e. busdriver, taxi driver, ship's captain
2. Loaders, i.e. fork lift operator, winch operator
3. Planners, i.e. supervisor, dispatcher, salesman, traffic manager
4. Helper of people, i.e. stewardess, chef, ticket salesman

Under requirements, the pupil is asked to study one, two, or three jobs, according to his level. The jobs of busdriver, power truck driver, and shipping and receiving clerk are those he can choose from.

In the remaining parts, explanations for the jobs of routeman, taxi driver, and long-distance truck drivers are given. Charts and a graph show the salary scale of jobs in the world of transportatio

This is a good study for those interested in being a busdriver or truck driver. The blue level is a little difficult, but those choosing it will be able to answer the questions if they follow the directions closely. These directions guide them, almost word for word, to the correct answers. The wide range of activities and resources should make it interesting for the yellow and pink levels.

Suggestions for Teaching and Implementing

There are several ways a teacher can introduce this study to those interested. The filmstrip "Transportation and Transportation Workers" could be used. The pupils interested could take a walk around the neighborhood, especially if it is near a major street, and make a list of the modes of transportation they see on their walk. A story could be written about "How French Perfume Came to Our House" or "How Danish Bacon Got to Our Table."

Before a pupil begins this study he should look over the booklet carefully. He should take time to read the glossary and become familiar with the new words he will meet. He should also look through the booklet to see the various jobs studied in depth.

The interview tapes of a taxi driver and a shipping and receiving clerk should be listened to carefully. There are answers to be given after each tape according to level.

(Cont'd on next page)

Pupils should be encouraged to interview a bus driver or a truck driver. Perhaps arrangements could be made for the school bus driver to come in and talk to the class. A round trip on a city bus would provide a good opportunity for them to see the duties of a bus driver. A trip to a local trucking terminal would also be good to see the way trucks are loaded.

Pupils are encouraged to use newspapers to find out about available jobs in the field of transportation.

TV AND RADIO CAREERS

Teacher's Guide

This job family includes many communication workers including those in the business office, those who sell program time (to advertisers the equipment technicians, the newscasters and announcers, and the production workers.

Activities include finding information in some very interesting and clever types of resource materials. The tasks are of the type that will sustain the student's interest and give him a real taste of what Radio and TV work involves.

The three colors of this study vary only in the degree of challenge presented by the activities.

Suggestions for Teaching and Implementing

A field trip to a radio-tv station would be an excellent way of capitalizing on all the learning activities in this study. Also, there is a special program in the Skill Trainer Van that gives students an opportunity to prepare a radio show.

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

Student _____ Teacher _____

School _____

CAREER EDUCATION GRADE 6 Pre-Post Test Answer Key

1. Arrange the following types of jobs in the labor field according to size. Put the largest job area at the top and the smallest at the bottom.

Skilled Technical Laborers Clerical Semi-skilled

Largest and fastest growing: *Technical*

Clerical

Skilled

Semi-skilled

Smallest and growing the least: *Laborers*

Put T for true and F for false in front of the following:

2. T Management finds the workers for bu ness and industry.

3. F The management field is growing smaller.

4. T The sales field is steadily growing.

5. T Labor laws protect children from unfair employment.

6. F Only the person working puts money toward his Social Security account.

7. F The only time you collect Social Security is when you are too old to work.

8. T Everyone has to have working papers.

9. T An "application" is asking for a job in writing.

0. T In most cases, labor groups are made up of people paid by the hour or week.

AIRPORT WORKERS

Pre and Post Test — Answer Key

Choose the correct answer and write ti in the blank.

1. About *80,000* passengers use Chicago O'Hare International Airport each day. (10,000 - 40,000 - 80,000)
2. A man who tells the pilot of a plane the ramp on which he may park is called a *ramp coordinator*.
   (ramp mechanic - ramp coordinator - dispatcher)
3. A fueler is a *man*. (man - truck - machine)
4. The flight crew has *3* numbers. (3 - 4 - 5)
5. Most airport jobs require at least a *high school diploma*.
   (college diploma - high school diploma - training school diploma)
6. The chef who prepares the meals served on the airplane, cooks the meals *in the airport kitchen*.
   (in the airport kitchen - on the airplane - in a private restarua
7. Most airport jobs require a person to know a certain amount of *mathematics*. (mathematics - art - Spanish)
8. A ramp mechanic performs his job on the *runway*.
   (jet engines - runway - fuel trucks)
9. An *aircraft assemblyman* is the lowest paying airport job.
   (engineer - aircraft assemblyman - air controller)
10. A *pilot* is the highest paying airport job.
    (pilot - dispatcher - ticket agent)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

PEOPLE WHO WORK WITH ANIMALS

Pre and Post Test — Answer key

Choose the correct answer and write it in the blank.

1. The ___animal doctor___ can be fourd on a fram or at the zoo caring for sick animals. (zoo keeper - animal doctor - pet store owner)
2. A ___animal keeper___ takes care of animals in the zoo by feeding them and cleaning their cages.
(zoo director - animal keeper - custodian)
3. A pet store usually sells ___domestic animals___.
(farm animals - domestic animals - zoo animals)
4. Mink are raised for fur by ___fur farmers___.
(poultry farmers - zoos - fur farmers)
5. Someone who works with animals should not be ___careless___.
(friendly - careless - clean)
6. A college education is required by a ___zoo director___.
(poultry farmer - animal keeper - zoo director)
7. The veterinarian works ___both___
(indoors - outdoors - botn)
8. It is necessary for people who work with animals to have a ___tetanus___ shot. (measles - tetanus - polio)
9. The veterinarian has ___irregular___ hours.
(good - irregular - regular)
10. The ___vecerinarian___ makes the highest salary.
(poultry farmer - zookkeeper - veterinarian)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

AUTO WORKERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. One of the jobs of an auto mechanic is *adjusting brakes*.
(washing cars - selling gas - adjusting brakes)

2. The worker who fills gas tanks and cleans windshield is a *service station attendant*.
(body repairman - auto washer - service station attendant)

3. The worker who would fix a dented fender is a *body repairman*.
(body repairman - brakeman - mechanic)

4. One of the things a garageman checks on a car for safety, is a *seat belts or tires*. *(accept either answer)*
(radio - tires - seat belt)

5. A gas station attendant may learn his work from attending *oil company training program*.
(college - oil company training program - business college)

6. It takes a mechanic *from two to four years* to learn his job.
(about a year - about two weeks - from two to four years)

7. People who work with automobiles usually *gets very greasy*.
(stay very clean - get very dirty - get very greasy)

8. A mechanic would use many *tools'* to do his work.
(people - tools - animals)

9. A *auto mechanic* earns the most money in this job area.
(car washer - gas station attnedant - atuo mechanic)

10. There will be *a higher* number of automotive jobs in the future.
(a fewer - an equal - a higher)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

PEOPLE WHO WORK IN CONSERVATION

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. The person who cuts down trees is called a *lumberjack*.
(forest ranger - lumberjack - soil conservationist)

2. One of the jobs of a tree surgeon is to *spray and trim trees*.
(prevent fires - enforce laws - spray and trim trees)

3. A forester helps to *enforce hunting and fishing laws*.
(enforce hunting and fishing laws - cut down trees - removes dead or broken branches from trees)

4. The *pondsman* directs logs on the water on their way to the mill. (pondsman - inspector - truck driver)

5. A forester needs a *high school and college* education.
(high school and college - high school - technical school)

6. A job which requires on-the-job training is *tree surgeon*.
(lumberjack - parks director - tree surgeon)

7. A conservation worker should like working *outdoors*.
(indoors - at home - outdoors)

8. A *forest ranger* usually lives in rugged areas.
(forest ranger - machine operator - soil conservationist)

9. The person who earns the least amount of money is the *lumberjack*.
(wildlife manager - lumberjack - forester)

10. The *lumberjack* does not work throughout the whole year.
(forester - lumberjack - wildlife specialist)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

COSMETOLOGY

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. A receptionist makes *appointments* for customers.
   (shampoo - hair styles - appointments

2. A colorist changes the color of the customers *hair*.
   (hair - skin - fingernails)

3. Pressing is done to *curly hair*.
   (rubber gloves - curly hair - curly clothes)

4. A manicurist grooms *fingernails*.
   (hair - fingernails - scalp)

5. To be a beauty operator you must be at least *18* years old.
   (17 - 18 - 21)

6. All beauty operators must have a *license*.
   (license - high school diploma - college diploma)

7. A beauty operator's license comes from *New York State*.
   (New York State - beauty school - high school)

8. One reason why a beautician's work is hard is that she must please *all kinds of people*.
   (mainly her boss - all kinds of people - one customer at a time)

9. The pay for a beautician is usually *$80-100* a week.
   ($60-70 - $80-100 - $100-120)

10. *Part-time work* is usually available for beauticians.
    (A uniform - Part-time work - Early retirement)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

FASHION AND CLOTHING CAREERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. The person who plans ideas for fashion and clothing is a _____*designer*_____. (seamstress - tailor - designer)

2. A milliner is a person who works with _____*hats*_____. (gloves - hats - coats)

3. Synthetic fabrics are _____*man-made material*_____. (man-made material - animal material - plant material)

4. The person who wears clothes so a customer can see them is a _____*model*_____. (presser - model - seamstress)

5. One worker in fashion who has apprenticeship training is a _____*garment cutter*_____. (model - garment cutter - clothing salesperson)

6. The worker in fashion most likely to have a college education is _____*designer*_____. (milliner - tailor - designer)

7. People who make ready-to-wear clothes work in a _____*factory*_____. (department store - factory - men's shop)

8. The worker who might work with only one other person under hot lights is a _____*seamstress or model*_____. (buyer - seamstress - model)

9. The worker who gets the highest pay is the _____*store buyer*_____. (store buyer - milliner - model)

10. The worker who makes the least amount of money per hour would be a _____*presser*_____. (tailor - sewimg machine operator - presser)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

FIREFIGHTERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. Firefighters in the areas around the city are called *volunteer firefighters*.
(country firefighters - city firefighters - volunteer firefighters)

2. *special* equipment is needed to fight fires.
(New - Special - Attractive)

3. Firefighters need *special training*.
(no training - little training - special training)

4. A firefighter must know how to use a *ladder*.
(ladder - uniform - badge)

5. Firefighters work a *day or night* shift.
(day or night - outside or inside - hard or easy)

6. Studying *chemistry* in school will help you get ahead as a firefighter. (art - reading - chemistry)

7. A firefighter should be *cooperative*.
(cooperative - excitable - disinterested)

8. Fires should be *ventilated*.
(embers - ventilated - inhaled)

9. An advantage of a career in firefighting is *hospitalization*.
(hospitalization - short hours - pleasant work)

10. A fire lieutenant earns *less* than a fire captain.
(more - the same as - less)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

HEALTH CAREERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. One duty of a nurse is to _____*distribute medicine*_____.
(distribute medicine - leave medicine - prescribe medicine)

2. A dental hygienist _____*takes x-rays*_____.
(makes appointments - types dental bills - takes x-rays)

3. A worker who mixes medicines is called a _____*pharmacist*_____.
(doctor - pharmacist - hygienist)

4. A person who makes appointsments in a doctor's office is called a _____*receptionist*_____.
(registered nurse - practical nurse - receptionist)

5. A nurse who has graduated from a school of nursing is called a _____*registered nurse*_____.
(registered nurse - licensed practical nurse - nursing assistant)

6. A practical nurse requires _____*more*_____ education as a nurse's aide.
(about the same - more - less)

7. A place where people go for health services is called a _____*clinic*_____.
(clinic - Board of Health - pharmacy)

8. A physical therapy attendant works for _____*clinics*_____.
(schools - clinics - dentists)

9. A social worker earns _____*more*_____ as a medical assistant.
(more - less - about the same)

10. A pharmacist earns about *$5 to $7,000 or $10 to $15,000* a year.
($5,000 to $7,000 - $10,000 to $15,000 - $25,000 to $30,000)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREERS IN HEAVY CONSTRUCTION

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. A ___surveyor___ measures the land a building or road is going to be built on. (civil engineer - surveyor - architect)

2. A bricklayer uses a ___trowel___ in his job. (gorder - hammer - trowel)

3. Printed plans for a building are called its ___blueprint___. (graph - blueprint - plan)

4. Unskilled workers on a construction site are called ___laborers___. (laborers - carpenters - machine operators)

5. A person who is color blind cannot be a ___painter___. (carpenter - surveyor - painter)

6. A ___carpenter___ must have a high school education plus special training.(construction laborer - architect - carpenter)

7. An ___electrician___ usually works indoors. (construction machine operator - electrician - roofer)

8. Construction workers do most of their work in the season of ___summer___. (summer - winter - does not matter.)

9. A ___bricklayer___ would earn the highest salary. (bricklayer - pipefitter - laborer)

10. After a three year training period the salary of a ___architect___ averages $7,500 - $10,000 a year. (surveyor - plumber - architect)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREERS IN HOUSE CONSTRUCTION

Pre and Post Test — Answer Ke

Choose the correct answer and write it in the blank.

1. The ___surveyor___ measures out the land on which the house will be built. (architect - carpenter - surveyor)

2. The worker who puts the pipes in a house that carry water to and from the house is a ___plumber___.
(painter - plumber - carpenter)

3. The worker who installs wiring is the ___electrician___.
(plumber - electriaian - glazier)

4. A ___carpenter___ must be able to read a blueprint in order to build a house in the right way. (carpenter - laborer - painter)

5. The job of ___laborer___ is one of the few jobs in building a house that does not necessarily need a high school education.
(architect - laborer - carpenter)

6. A special state license concerning building and four years of college is required for the job of ___architect___.
(architect - laborer - carpenter)

7. This worker must be able to build wood floors, walls and stairs. He also does finishing work such as putting on wall trim, setting the door and window frames and roof covering. He is a ___carpenter___. (roofer - plasterer - carpenter)

8. Which one of the workers would not be as likely to get as dirty as the others? ___architect___ (painter - architect - laborer

9. To be an architect, a ___college___ diploma is almost always required. (college - high school - elementary)

10. Paid vacations, paid sick leave, retirement pensions, and health insurance are all ___benefits___ that many workers in house construction receive. (salaries - unions - benefits)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

HOSPITAL CAREERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. The workers who make up the hospital "team" are *nurse's aides*, *nurses* and *doctors*.
(cooks, orderlies and psychologists - nurse's aides, nurses, and doctors - dietitians, orderlies and technicians)

2. Surgeons and anesthetists work in the *operating room*.
(clinic - doctor's office - operating room)

3. One duty of a nurse's aide is to *take temperatures*.
(take x-ray pictures - take temperatures - prescribe medicines)

4. One duty of a nurse is to *bring medicine*.
(take x-ray pictures - bring medicine - write case histories)

5. The following school subjects are helpful to someone interested in nursing (choose 2) *Science* and *Health*.
(Science - Physical Education - Health - French - Social Studies)

6. A nurse must be *dependable*.
(married - dependable - tall)

7. A *orderly* runs errands and delivers drugs in a hospital.
(pharmacy aide - x-ray aide - orderly (hospital attendant)

8. A dietitian works with the *kitchen staff*.
(clinic staff - operating room staff - kitchen staff)

9. A *nurse anesthetist* helps a patient during an operation by putting him to sleep so that he will not feel any pain.
(dietitian - nurse anesthetist - x-ray aide)

10. A *medical social worker* needs no real training in medicine even though they work in a hospital.
(surgeon - medical social worker - nurse anesthetist)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

NEWSPAPER CAREERS

Pre and Post Test

Choose the correct answer and write it in the blank.

1. The people who gather news and send it into the paper to be printed are called ___reporters___.
   (editors - reporters - printers)
2. A person who sells the papers to others is called ___vendor___
   (reporter - cameraman - vendor)
3. A person who helps in running a large printing press is the ___offset pressman helper___. (editoral assistant- linotypist- offset pressman helper)
4. The last minute when news can be given to the paper and still be printed that is the ___deadline___.
   (linotype - deadline - beat)
5. A reporter must be able to use a ___typewriter___ well.
   (typewriter - telegraph - printing press)
6. This person must decide what news is going to be put in the paper. ___editor___
   (vendor - editor - photographer)
7. A person who has the job of ___foreign correspondent___ must be willing to travel long distances in order to gather news for the paper. (foreign correspondent - linotypist - compositor)
8. People who work in newspapers generally work ___both___.
   (indoors - outdoors - both)
9. Which person below would make the most money? ___newspaper editor___
   (newsstand vendor - printing pressman - newspaper editor)
10. Membership in a ___union___ often provides job security and many benefits such as hospital insurance and money when you are sick and cannot work. (club - union - employer)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREERS IN OFFICE WORK

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. A person employed to keep records, type letters and other writing jobs for a business or individual is a _____*secretary*_____.
(economist - file clerk - secretary)

2. A _____*filing clerk*_____ needs to be skilled in using the alphabet.
(file clerk - diplomat - office machine operator)

3. A secretary needs to be able to use _____*shorthand*_____ in order to keep up with writing down what her boss says.
(bookkeeping - filing - shorthand)

4. Which machine would a secretary use most? _____*typewriter*_____
(computer - typewriter - mimeograph)

5. A secretary should have a _____*high school*_____ education.
(high school - college - graduate school)

6. One important thing to remember for an interview: _____*be on time*_____ (job conditions - be on time - the labor market)

7. Most office work is done by people working _____*sometimes alone/with peo*_____
(alone - with people - sometimes alone, sometimes with people)

8. Most all office work is done _____*inside*_____.
(inside - outside - at home)

9. Which of the following workers usually makes the highest salary?
_____*secretary*_____ (secretary - file clerk - office clerk)

10. If you worked in an office for a company that gave you health in insurance, paid holidays, and vacations you would be receiving _____*benefits*_____.

(disadvantages - duties - benefits)

POST OFFICE WORKERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. A mail handler's job is to *load and unload bags of mail*.
   (sort the mail - deliver the mail - load and unload bags of mail)

2. The distribution clerk's job is to *sort the mail*.
   (sort the mail - deliver the mail - unload the mail)

3. The *mail carrier* collects money for postage due.
   (mail clerk - deliver the mail - postal clerk)

4. The person who sells money orders at the post office is called a *window clerk*. (postal inspector - window clerk - mail carrier)

5. A postal worker must pass a *Civil Service* test before he is hired. (reading comprehension - math problem - Civil Service

6. A person must be *18* years old or older before he can work in the postal service. (21 - 18 - 16)

7. A *letter carrier* works both indoors and outdoors.
   (letter carrier - window clerk - postal clerk)

8. A mail *truck driver* likes to work outdoors.
   (postal clerk - distribution clerk - truck driver)

9. The post office plans to hire thousands of new employeed each *year*. (week - year - month)

10. A mailman's salary is *more than* mail handler's.
    (less than - equal to - more than)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREERS IN POLICE WORK

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. A new policeman is called a _____*Rookie*_____.
   (apprentice - beginner - rookie)

2. One of the tools a policeman uses in doing his job is a _*whistle*_.
   (siren - horn - whistle)

3. There _____*are many*_____ kinds of policemen.
   (is only one - are many - are only a few)

4. Policemen help make our city _____*safe*_____ for us.
   (quiet - clean - safe)

5. A policeman must pass a _____*Civil Service test*_____ before he can begin on-the-job training.
   (reading test - Civil Service test - writing test)

6. A _____*high school*_____ diploma is usually required to be a policeman.
   (college - high school - graduate school)

7. _____*Mounted*_____ policemen ride on horses.
   (mounted - harbor - traffic)

8. A _____*Patrol car*_____ policemen goes up and down the streets every night to make sure stores and homes are safe.
   (motorcycle - patrol car - helicoptor)

9. The salary of a _____*deputy chief*_____ would be higher than the salary of a captain.
   (patrolman - policewomen - deputy chief)

10. The policeman who receives the lowest salary is a _____*patrolman*_____
    (lieutenant - patrolman - captain)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREERS IN RESTAURANT WORK

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. The person in a big restaurant who greets customers and takes them to their seats is the _____*hostess*_____.
(owner - waitress - hostess)

2. One of the jobs of a waitress is to _____*take the customer's order*_____.
(buy the food - take the customer's order - do the dishes)

3. In a big restaurant the person who clears the dishes off the table is usually the _____*bus boy*_____.
(bus boy - waitress - hostess)

4. The person who takes the money from the customer is uaually the _____*cashier*_____. (owner - waitress - cashier)

5. Most cooks in a restaurant learn their trade from _____*on-the-job training*_____. (going to college - on-the-job training - their mothers)

6. A busboy needs how much education? _____*less than high school*_____
(less than high school - college education)

7. A restaurant in which the customer picks up his own food is called a _____*cafeteria*_____. (dining room - tavern - cafeteria)

8. All people who work in restaurants may work _____*both*_____.
(indoors - outdoors - both)

9. Money given to waitresses by the customer for good service is called _____*tips*_____. (salary, commission - tips)

10. Which person below would make the most money? _____*chef*_____
(dishwasher - chef - hostess)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

SCHOOL WORKERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. People who are called "school workers" may be ___*bus drivers, office workers, teachers*___. *Choose one group of three.*
(architects, orderlies, lawyers - bus drivers, office workers, teachers - managers, generals, salesmen)

2. The school worker who helps the principal by keeping attendance and lunch counts is an ___*office worker*___.
(office worker - Superintendent - technician)

3. A kindergarten teacher helps children ___*get used to school life*___.
(learn arithmetic and spelling - learn foreign languages - get used to school life)

4. Primary teachers teach ___*grades 1 through 6*___.
(grades 1,2, and 3 - grades 4,5, and 6 - grades 1 through 6)

5. All teachers are required to have a ___*Bachelor's*___ degree.
(Bachelor's - Master's - Doctor's)

6. A school secretary is required to have a ___*business school*___ diplom
(college - high school - business school)

7. A school worker trained to do many important tasks to help teachers is a ___*teacher aide*___.
(student teacher - principal - teacher aide)

8. One of the things a teacher aide might do is to ___*correct test papers*___.
(cook and serve school lunches - correct test papers - drive the school bus)

9. An elementary teacher works with children from ___*6*___ to ___*12*___ years of age.
(13 to 18 - 2 to 6 - 6 to 12)

10. To be a teacher, a person must have ___*patience, self-control, humor*___.
(patience, self control, humor - driver's license, audio visual training - a love of the outdoors, sports background)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

STORE WORKERS

Pre and Post Test — Answer Key

Choose the correct answer and wirte it in the blank.

1. A stock clerk *takes merchandise from stockroom to department*.
(takes merchancise from the stockroom to departments - trims windows - sells merchandise)

2. The *sales clerk* sells merchandise.
(box clerk - sales clerk - billing clerk)

3. A *music store clerk* sells and rent instruments and gives music lessons. (musician - sales clerk - music store clerk)

4. A shoe salesman must *fit your foot with a proper shoe*.
(fit your foot with a proper shoe - buy shoes - choose your shoes)

5. A stock clerk should *be able to follow directions*.
(buy and sell merchandise - be able to follow directions - work extra hours)

6. For most jobs in stores the minimum education required is *high school*. (high school - high school or less - college)

7. Work for a stock clerk is *sometimes long and physically hard*.
(physically easy - sometimes long and physically hard - uninteresti

8. Department store workers should be *cooperative*.
(cooperative - quiet - noisy)

9. Who makes the best salary? *store manager*
(department manager - sales clerk - store manager)

10. An advantage of working in a store is that *sometimes you get a discount*.
(sometimes you get a discount - your work is unsteady - you must listen to others)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

TELEPHONE WORKERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. Which of the following telephone workers has business training and works in the office? ___*Service Representative*___
(Cable Splicer - Service Representative - Lineman)

2. Which of the following telephone people would have to climb telephone poles? ___*Installer*___
(Installer - Service Representative - Operator

3. If a person changes their mind about where they want the phone located in the house, the telephone ___*Installer*___ will put the phone where the customer would like it.
(Installer - Lineman and Cable Splicer - Operator)

4. One of the jobs of a telephone operator is to ___*find a phone number*___.
(put in telephones - find a phone number for customers - fix telephone dials)

5. A telephone operator receives ___*on-the-job*___ training from most employers. (college - high school - on-the-job)

6. A ___*high school*___ diploma is necessary in order to be an operator and lineman. (college - high school - graduate school)

7. A telephone ___*Cable Splicer & Line.*___ must be able to work outside in all kinds of weather.
(Service Representative - Operator - Cable Splicer and Lineman)

8. The telephone worker who is most likely to work regular hours is the ___*Service Representative*___.
(Repairman - Service Representative - Operator)

9. Overtime pay: extra pay for Sunday, holiday work and for working at night; sick leave; paid vacations and holidays are ___*benefits*___ given to most all telephone workers.
(disadvantages - benefits - duties)

10. Having to fix a fallen telephone wire during an emergency, especially in very bad weather, is a disadvantage of the job of telephone ___*Linemen and Cable Splicers*___.
(Linemen and Cable Splicers - Operators - Service Representative)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

CAREERS IN TRANSPORTATION

Pre and Post Test — Answer key

Choose the correct answer and write it in the blank.

1. A ___routeman___ delivers things to stores and houses daily over an assigned route. (truck driver - routeman - bus driver)

2. A ___fork lift___ is a machine used to help load and unload trucks. (tractor - fork lift - winch)

3. A ___dispatcher___ is a man who makes sure a truck is on time, knows where the truck is, and what it is delivering. (dispatcher - salesman - supervisor)

4. A ___stewardess___ makes a passenger's airplane trip more comfortable. (stewardess - dky cap - chef)

5. All truck drivers must have good ___health___, ___vision___ and ___hearing___. *Choose one group of three.*
(health, vision, hearing) (manners, money, marks)
(families, future, strength)

6. At least a high school education is needed to be a ___traffic manage___
(taxi driver - traffic manager - traffic engineer)

7. A ___terminal___ is a very busy place where truck drivers pick up their trucks and supplies and begin and end their day.
(store - office - terminal)

8. Long-distance truck drivers travel many miles in all kinds of ___weather___. (material - weather - money)

9. Besides his salary, a routeman often receives a ___commission___, which is extra money for the number of things he sells or for the number of customers he has. (tip - commission - wage)

10. A ___taxi driver___ works by himself and usually earns between $5,200 and $6,500 per year plus tips.
(over-the-road truck driver - traffic engineer - taxi driver)

GUIDED OCCUPATIONAL ORIENTATION
Syracuse City School District

TV and RADIO CAREERS

Pre and Post Test — Answer Key

Choose the correct answer and write it in the blank.

1. The person in charge of workers in the business office is the ___*manager*___. (director - manager - producer)

2. A person who buys time on television or radio shows is a ___*sponsor*___. (time salesman - sponsor - producer)

3. Radio-television time salesman seel time by the ___*minute*___. (hour - day - minute)

4. A broadcast technician takes care of ___*equipment*___. (actors - announcers - equipment)

5. A broadcast technician needs the following education: ___*High School plus special training*___ (four years of college - high school - high school plus special training)

6. The most important requirement for an announcer is his ___*voice*___. (education - training - voice)

7. Hours for workers in television and radio are ___*irregular*___. (regular - irregular - normal)

8. A person in television and radio who is most likely to be called on to work anytime is a ___*disc jockey*___. (receptionist - disk jockey - manager)

9. The worker in TV and radio who receives the highest starting pay per week is the ___*special effects technician*___. (broadcast technician - special effects technician - announcer)

10. The worker in TV and radio who receives the lowest starting pay per week is the ___*broadcast technician*___. (broadcast technician - special effects technician - announcer)

SYRACUSE CITY SCHOOL DISTRICT

GUIDED OCCUPATIONAL ORIENTATION PROGRAM

Resource Request Form

- ☐ A-V Materials
- ☐ Speaker
- ☐ Field trip
- ☐ Written Materials
- ☐ Meeting or Visitation
- ☐ Other

ORS Name _____ Date _____

Initiator _____ School _____

Room No. _____ Free Period _____ Tel. No. _____

A-V MATERIALS

Title _____

Date _____ Alternate Date _____

WRITTEN MATERIALS

Title _____

NO. _____ Date _____

MEETING

Date & Time _____ Place _____

Alternate Date & Time _____

Participants _____

Format & Topics To Be Covered:

_____

_____

_____

_____

_____

_____

FIELD TRIP

Place and/or Occup. Area _____

Address _____

Date & Times _____

Alternate Date & Times _____

No. Students _____ No. Chaperones _____

Names of Chaperones _____

_____

_____

Goal or Objective _____

SPEAKER

Name or Occup. Area _____

Address _____

Date & Time _____ Grade _____

Alternate Date & Time _____ No. Students _____

Format & Topics To be Covered: _____

_____

_____

_____

_____

_____

OTHER REQUEST OR FURTHER EXPLANATION

DISPOSITION/COMMENTS

Date _____

Signed _____

Pre and Post Test Scores

Teacher Name

Class List

	Career Education	Airport	Animals	Auto	Conservation	Cosmetology	Fashion	Firefighters	Health	Heavy Const.	House Const.	Hospital	Newspaper	Office	Police	Post Office	Restaurant	School	Store	Telephone	Transportation
1.																					
2.																					
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GUIDED OCCUPATIONAL ORIENTATION PROGRAM
Syracuse City School District

NAME _____ SCHOOL _____

CAREER EDUCATION - GRADE 6 DATA SHEET

For evaluation purposes, please furnish us with the following information.

A. Number of parents who visited class as part of the program.

_____

B. Ways in which parents helped the program function (contributions, rides, interviews, etc.).

_____

_____

_____

_____

C. Number of people representing career areas who visited your classroom. _____

D. What career areas these people represented: (firefighters, hairdressing, etc.) _____

_____

E. Number of field trips taken by any size group from your classroom. (Please include all activities done outside classroom) _____

F. Places visited on field trips. _____

_____

_____

G. On the whole, how do you feel your class members performed during the program in respect to MOTIVATION TO WORK:

_____ improved

_____ no change

_____ deteriorated

H. Please rank the program components:

Career Education Study:

_____ Essential
_____ Very valuable
_____ Valuable
_____ Not Very Valuable
_____ Waste of Time

Career Center Visits:

_____ Essential
_____ Very Valuable
_____ Valuable
_____ Not Very Valuable
_____ Waste of Time

Individualized Career Studies:

_____ Essential
_____ Very Valuable
_____ Valuable
_____ Not Very Valuable
_____ Waste of Time

Skill Trainer:

_____ Essential
_____ Very Valuable
_____ Valuable
_____ Not Very Valuable
_____ Waste of Time